



LILIE, LLC Course Information

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Title of Course (45 hours): LI Gangs, School & Community

Course Description:

This interdisciplinary course will examine the presence of gangs on Long Island and their impact on the public school system. Teachers will recognize how gangs originate and develop an impact on schools and society. In addition, teachers will also recognize identifiers and warning signs as well as become able to identify additional means of intervention.

Overall Course Objective and Expectation(s):

- Explore the historical origin of gangs and their development on LI
- Explore the relations of past to present gang activity and the impact it has on education specific to the LI area
- Explore warning signs and intervention methods that can be used by teachers, administrators, and parents

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (subject to change):

- A World of Gangs by John M Hagedorn
- Gang leader for a Day by Sudhir Venkatesh
- Gangs in Garden City by Sarah Garland

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s):

- Definition Of Gangs
- History Of Gangs And Influence In Public Schools And School Violence 101
- Current LI Experience With Gangs
- Dynamics Of Street Gangs
- The “Most” Dangerous Gang

Objectives:

To understand the history of gang development, our experiences with gangs here on LI and what motivates members to join

Impact on Classroom Instruction and Learner Outcomes:

Teachers will be able to:

- Have a greater understanding the gang impact and influence in their communities and the social climate at school
- Gain awareness and insight as to their proliferation and current strong holds as well as why
- Identify at-risk behaviors that may indicate gang activity

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Define what the social and current event definitions of gangs are
- Relate personal experiences within classroom and discuss effects on instruction
- Identify and comment upon posted behaviors that may indicate gang activity
- Cite specific ways in which gangs have impacted your school and class and what measures have been taken to thwart them. Assessments regarding merit of such measures will be discussed as well.



Week II

Topic(s):

- Understand and clarify previously held beliefs as to why kids join gangs
- The hierarchy within gangs
- Areas of involvement
- Local Gangs

Objectives: To recognize why youths join gangs

- What type of youth is targeted for gang membership
- Initiations into gangs
- Impacts youth gangs have on schools
- What is active in your area

Impact on Classroom Instruction and Learner Outcomes:

Teachers will be able to:

- Identify the markers of those children targeted to join gangs and those already members
- Comprehend what the objective of gang initiation is and what signals may be present that they are occurring
- Observe what impact gangs have had on their school and/or community and determine what support services they may consider turning to

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Review previously held conceptions regarding gangs via an online survey
- Provide insight and reflection regarding the impact gang initiations may have on their student body and particular (anonymous) students
- Create a personal action plan identifying steps that should be taken when suspected gang activity is observed.



Week III

Topic(s):

- Gangs and Their Direct Impact and Involvement in Your District
- Tags
- Involving Authorities

Objectives:

- Educators will learn about the specific gangs and related information pertinent to their district
- Educators will review and understand use of colors, language and symbols within the gang culture
- Directions regarding proper citing of such activities to authorizes will be discussed

Impact on Classroom Instruction and Learner Outcomes:

- Through both internet and law enforcement materials, teachers will be able to identifying specific gangs, symbols, colors, and language associated with their areas so that educators can become more astute to identifying both the obvious and more subtly cue s of gang activity

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Identifying a gang member both generally and specifically to LI. Teachers asked to provide anonymous student case study for examination by teacher and colleagues in class
- Reflective exercise discussing colors, symbols and alike will offer colleagues to practice identifying such markers
- A review of what a teachers responsibilities are in reporting such activity will be provided and evaluated to validate the impact of such actions



Week IV

Topic(s):

- Recognizing warning signs in general and applied to case study
- Impact gangs have on the community & your school
- Role of Teachers- Teacher reflection of their responsibility in classroom regarding gangs including a comparison of what prior beliefs had been versus now with explanation speculating difference or status quo opinion of why kids join gangs and how they may be combated
- Student Case Study Results
- Importance of Teacher awareness

Objectives:

To review and understand why our children join gangs, who are at risk, behaviors and symbols to look out for as well as resources available to help combat such activities as to provide for a more astute and pro-active teacher and school

Impact on Classroom Instruction and Learner Outcomes:

- Recognizing warning signs in general and applied to case study
- Learning additional resources provided by local, state and federal law enforcement and other support systems

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Review of the impact gang activity has on schools and community and how we as educators can respond to it.
- Evaluation of case studies
- How teacher awareness can help thwart gang activity from further growth